

PERFORMANCE REPORT

UNITED STATES DEPARTMENT OF AGRICULTURE

**TRIBAL COLLEGES AND UNIVERSITIES
FY
2000**

**U.S. DEPARTMENT OF AGRICULTURE REPRESENTATIVE
TO THE
WHITE HOUSE INITIATIVE ON
TRIBAL COLLEGES AND UNIVERSITIES**

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Cooperative State Research, Education and Extension Service

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USDA agencies provided input to this report via the USDA Education Coordination Council (ECC). The ECC is a body of senior level policy officials from all USDA agencies who provide input for coordinating responses to government-wide education initiatives. Agency budget staff, civil rights and human resources specialists, and program managers provided information needed to complete this report.

**UNITED STATES DEPARTMENT OF AGRICULTURE
ANNUAL PERFORMANCE REPORT AND PLAN
TO ASSIST
TRIBAL COLLEGES AND UNIVERSITIES (TCUs)**

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EXECUTIVE SUMMARY

The Department of Agriculture (USDA) administers programs and services that are available to American Indian and Alaska Native tribes and their members through its seven mission areas. Many of the programs administered by USDA agencies provide financial support directly to Indian tribes or tribal governments.

USDA's Cooperative State Research, Education and Extension Service (CSREES) has been an active participant in furthering opportunities for the 1994 Institutions (the 30 Land-Grant Tribal Colleges) under the Equity in Educational Land-Grant Status Act of 1994 (P.L. 103-382). CSREES administers three legislated programs that have been funded since P.L. 103-382 was enacted. These three programs include the Tribal Colleges Education Equity Grants Program, the Tribal Colleges Endowment Fund and the Extension Services at the 1994 Institutions. The Agricultural Research, Extension, and Education Reform Act of 1998 provided authority for USDA to fund research at the 1994 Institutions and funding was provided for fiscal year (FY) 2000. All funds build capacity at the 1994 Institutions by supporting agricultural research, education, and outreach activities that address tribal, national, and multi-state priorities that are beneficial to the USDA mission.

USDA's 5-year plan is a continuation and enhancement of the principal objectives listed below:

- 1) USDA continues to seek ways to increase the teaching capacity of the TCUs in the agricultural and natural resource related programs through faculty and curriculum development programs. The Tribal Colleges Education Equity Grants Program provides formula funding. Interest earned on the corpus of the 1994 Land Grant Institutions Endowment Fund continues to provide increased funding to the TCUs. Since 1996, when the Equity Grants program was established, nearly \$9 million has been appropriated, with each land-grant institution receiving an award of approximately \$50,000 for a project of 12-24 months duration upon approval of the annual Plan of Work. Through this annual funding, TCUs have been able to design projects to enhance formal coursework and opportunities for the community, develop those projects, and integrate them into the curricula at the schools. Initiatives include those such as: 1) inclusion of tribally controlled ranches as learning laboratories for a natural resource management degree; 2) establishment of cultural organic community gardens, and; 3) providing career track training (four emphases in a BS degree program in Natural Resources Management) in Tribal fisheries programs.

Strengthening the capabilities of the educational programs provides training for future scientists and professionals in agriculture production, economic competitiveness, and health and nutrition and utilizes the development of the faculty and students to broaden the knowledge base of the local communities. This directly responds to all goals of the Executive Order as well as responding to the WHITCU Priority Areas. With the implementation of the research grants program and changes for use of the corpus of the Endowment fund, USDA will be able to further address the WHITCU priority area of Facilities.

Indicators of success will include an increase in the number of agricultural and natural resources courses being integrated into the curricula, acquisition of additional equipment and scientific instrumentation for teaching, the increase in internships for students, the number of faculty members being offered developmental opportunities, and increased enrollment in food and fiber programs.

- 2) USDA will seek to create a greater pool of potential candidates for employment in the food and agricultural sciences through the increased capacity of the TCUs. As more Tribal members are able to take advantage of accredited programs near their homes, in areas of interest to themselves and their communities, there will be an increase of graduates in the field. USDA seeks to commit liaison positions to Tribal governments who understand the needs of the Tribal leaders. The liaison positions assist in the development of curricula and provide a focal point for students and the community to gain a greater understanding of USDA programs.

Tribal members who are able to take advantage of broader and more varied courses through additional educational delivery systems enhance the educational opportunities and sustain a more viable community. These opportunities respond to objectives of Resource Streams, Educational Opportunity, Native Culture and language, and Community Linkages.

Indicators of success will include a growth in enrollment in the food and agricultural sciences programs at TCUs, and increase in the number of students entering and graduating from student assistance programs, and an increase number of TCU graduates as USDA employees.

- 3) USDA continues to seek the creation of stronger support of tribes and Tribal leaders through the strengthened capacity of the TCUs as they address critical needs within the local communities. Through the development of new instructional delivery systems that reach rural areas, more and better program information can be made available to engage American Indians in making decisions to improve their lives through diet and health programs, developing/managing individual and community resources, and providing opportunities for youth to develop positive life skills.

The increased capacity of the TCUs to provide assistance to Tribal communities responds to the Executive Order of goals on Resource Streams and native Culture and Language, as well as Linkages in an Education System. This also fulfills the goal of Community Linkages under the WHITCU priorities.

Summary of Agency Awards to Tribal Colleges and Universities (TCUs)

**FY 2000
(DOLLARS)**

Category	Awards to Institutions of Higher Education (IHEs)	Awards to Tribal Colleges and Universities (TCUs)	Awards to TCUs as % of Total Awards to IHEs
Research & Development	\$566,147,627	\$1,544,017	0.3%
Program Evaluation	15,011,548	1,175,954	7.8%
Training & Profession Development	10,908,228	36,946	0.3%
Facilities & Equipment	64,975,662	4,169,934	6.4%
Fellowships, Traineeships, Recruitment & IPAs	38,839,365	2,866,263	7.4%
Student Tuition Assistance Scholarships & Other Aid	1,896,138	34,581	1.8%
Direct Institutional Subsidies	401,556,281	2,995,000	0.7%
Third Party Awards	480,804	197,402	41.1%
Other	5,216,912	20,671	0.4%
Total	1,105,032,565	13,040,768	1.2%

TABLE 3
FEDERAL AGENCY AWARDS TO TRIBAL COLLEGES AND UNIVERSITIES
FY 2000

STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
ARIZONA												
Diné College (AZ & NM)	0	0	0	\$97,125	\$141,981	0	\$289,633	0	0	0	0	\$528,739
CALIFORNIA												
D-Q University	0	0	0	0	73,292	0	0	0	0	0	0	73,292
KANSAS												
Haskell Indian Nations University	0	\$866	0	15,250	286,013	\$18,081	0	0	0	0	0	320,210
MICHIGAN												
Bay Mills Community College	0	0	0	51,300	80,999	0	165,000	0	0	0	0	297,299
MINNESOTA												
Fond du Lac Tribal and Community College	\$111,963	53,000	0	15,000	68,625	8,000	81,094	0	0	0	0	337,682
Leech Lake Tribal College	0	0	0	0	75,986	0	65,000	0	0	0	0	140,986
White Earth Tribal and Community College	0	0	0	35,000	0	0	0	0	0	0	0	35,000
MONTANA												
Blackfeet Community College	0	0	0	0	100,623	0	65,000	0	0	0	0	165,623
Dull Knife Memorial College	0	20,000	0	34,160	71,992	0	65,000	0	0	0	0	191,152
Fort Belknap College	0	0	0	47,500	71,873	0	65,000	0	0	0	0	184,373
Fort Peck Community College	11,820	0	0	38,800	86,314	0	272,109	0	0	0	0	409,043
Little Big Horn College	67,000	0	0	42,500	81,321	0	165,000	0	0	0	0	355,821
Salish Kootenai College	159,197	0	\$20,000	1,585,543	113,848	0	150,660	0	0	0	\$1,500	2,030,748
Stone Child College	207,000	0	0	1,300	77,534	0	180,719	0	0	0	0	466,553
NORTH DAKOTA												
Cankdeska Cikana Community College	0	102,260	0	1,300	70,978	0	65,000	0	0	0	0	239,538
Fort Berthold Community College	211,000	316,609	0	51,300	77,959	0	81,094	0	0	0	0	737,962
Sitting Bull College	0	0	0	30,000	77,934	0	0	0	0	0	0	107,934
Turtle Mountain Community College	74,695	0	0	0	99,184	0	0	0	0	0	0	173,879
United Tribes Technical College	40,963	0	0	47,500	77,786	0	205,727	0	0	0	0	371,976
NEBRASKA												
Little Priest Tribal College	0	0	0	44,500	102,870	8,500	0	0	0	0	0	155,870
Nebraska Indian Community College	0	0	0	10,000	71,418	0	0	0	0	0	0	81,418
NEW MEXICO												
Crownpoint Institute of Technology	0	32,500	0	1,440,356	81,400	0	65,000	0	0	0	0	1,619,256
Institute of American Indian Arts	0	0	0	22,500	69,505	0	81,094	0	0	0	0	173,099
Southwestern Indian Polytechnic Institute	0	0	0	0	91,022	0	81,094	0	0	0	0	172,116

STATE/INSTITUTION	R&D	PE	TRAINING	F&E	FELLOWS	SFA	DIS	TPA	PSI	AI	OTHER	TOTALS
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SOUTH DAKOTA

Cheyenne River Community College	0	0	0	0	72,664	0	0	0	0	0	0	72,664
Oglala Lakota College	259,963	316,423	0	30,000	121,465	0	0	0	0	0	0	727,851
Sinte Gleska University	40,963	0	0	25,000	99,812	0	65,000	0	0	0	0	230,775
Sisseton Wahpeton Community College	75,000	0	0	52,300	70,499	0	65,000	0	0	0	0	262,799

WASHINGTON

Northwest Indian College	0	0	0	24,500	98,621	0	305,720	0	0	0	0	428,841
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WISCONSIN

College of the Menominee Nation	0	0	0	30,300	73,411	0	81,364	0	0	0	0	185,075
Lac Courte Oreilles Ojibwa Community College	248,000	334,296	0	1,300	86,957	0	205,727	0	0	0	0	876,280

NATIONAL ORGANIZATIONS

American Indian Higher Education Consortium	0	0	0	0	0	0	0	\$146,402	0	0	0	146,402
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AGENCY SUPPORTED LIAISONS	0	0	0	0	0	0	0	0	0	0	5,910	5,910
UNDISTRIBUTED/OTHER	36,453	0	16,946	395,600	92,377	0	128,965	51,000	0	0	13,261	734,602
GRAND TOTAL	1,544,017	1,175,954	36,946	4,169,934	2,866,263	34,581	2,995,000	197,402	0	0	20,671	13,040,768

CATEGORIES:

R&D - RESEARCH & DEVELOPMENT
PE - PROGRAM EVALUATION
TRAINING - TRAINING
F&E - FACILITIES & EQUIPMENT
IPA

SFA - STUDENT FINANCIAL ASSISTANCE
DIS - DIRECT INSTITUTIONAL SUBSIDIES
TPA - THIRD PARTY AWARDEES
PSI - PRIVATE SECTOR INVOLVEM
AI - ADMINISTRATIVE INFRASTRU

PRINCIPAL OBJECTIVES REVIEW -- USDA FY 2000

- 1) Increase teaching capacity in the agriculture and natural resource related programs at TCUs.

Funding has been maintained for the Equity and Endowment grants programs and in FY00 appropriations of \$500,000 were made for the Tribal Research Grants program. This funding has maintained the number of courses being developed to enhance educational opportunities for the students and resulting benefits to the community. There has also been an increase in obtaining equipment to offer distance education courses in collaboration with other colleges and universities, both in-state and multi-state. A funding increase was requested for the Endowment fund for FY01 to encourage the use of the interest from the corpus to support renovation of facilities. In addition to the increase for the Endowment fund, FY01 funding for Tribal College Research grants was increased to \$998,000.

Funding was also increased to \$3.06 million for the Extension Services at 1994 Institutions in FY00. An additional increase was requested in FY01 to increase outreach opportunities as well as practical and educational opportunities aimed at community improvement and involvement.

- 2) A greater pool of potential candidates for employment in the food and agricultural sciences.

With more courses being offered, and 4-year degree programs being created, more students are enrolling in food and fiber programs at the TCUs. Many USDA agencies have provided funds the past summer to increase the number of American Indian students interning at USDA through American University's WINS (Washington Internships for Native Students) program. These internships have helped students better understand the opportunities and career possibilities available through the various USDA agencies. USDA continues to provide surplus equipment to several TCUs to enhance the viability of departments of natural resources as well as offering students access to a higher quality of education through the use of enhanced technology opportunities.

In recognizing the opportunities available to students at TCUs, the Department of Agriculture also recognized one of the officials who helped develop the strong relationship between TCUs and USDA. Dr. Joseph McDonald, President of Salish Kootenai College in Montana, was recognized as the Seaman A. Knapp lecturer at the annual National Association of State Universities and Land Grant Colleges (NASULGC) conference in November 2000. The Knapp Memorial Lecture celebrates the history of extension and expands the view of the land-grant tradition. More than 300 senior level academicians and government officials were on hand to hear Dr. McDonald deliver his remarks.

- 3) Create stronger support of tribes and Tribal leaders by addressing critical needs within the local communities and assistance to small and limited-resources farmers/ranchers.

In addition to the increase in the 1994 Extension funding, many agencies are providing discretionary funding to strengthen community needs. Funding authorized under Title XXV, Section 2501 of the Food, Agriculture, Conservation and Trade Act of 1990 was provided to

three TCUs to help small and limited-resource farmers and ranchers operate independently and produce income adequate to service debt, maintain operations and provide a reasonable life style.

Funding was provided through the Food Safety and Inspection Service (FSIS) to several schools. One project provided the education and technical support needed for Native American beef producers to establish a plan using Good Production Practices in accordance with Hazard Analysis and Critical Control Points (HACCP) principles. Additional projects related to the use of animal production practices for food safety.

- 4) USDA will continue to provide more assistance to small and limited-resource farmers/ranchers through the increased capacity of the TCUs. In addition to the appropriated programs, many USDA agencies provided funds to enhance the capacity of the TCUs to offer training and outreach opportunities that enhance the knowledge of programs and assistance available for small farmers. These programs help establish infrastructures for the continued development of the community and Tribal members.

In 1999 the Secretary of Agriculture established the USDA/AIHEC Leadership to provide guidance to ensure that mutual benefits and interests are served by USDA/AIHEC partnership initiatives. The group met several times during FY00 and established an Action Agenda that serves to benefit both USDA and the Tribal Colleges.

USDA Projected Funding**

Entity	Actual FY 2000	Projected FY 2001	Projected FY 2002	Projected FY 2003	Projected FY2004
All TCUs	\$12,894,366	\$16,500,000	\$16,500,000	\$16,500,000	\$16,500,000
National Organizations	146,402				
WHITCU Office					
TOTAL AWARDS	\$13,040,768	\$16,500,000	\$16,500,000	\$16,500,000	\$16,500,000

**The USDA Budget Office does not recommend projections beyond those allowed for the published current fiscal year plan. This table reflects use of the FY02 figures, which will be updated annually.

Estimated Projected USDA Awards and Listing of Planned Programs and Activities, by Category

<u>CATEGORY</u>	ESTIMATED AWARD	<u>PROGRAM/ACTIVITY</u>	<u>Goals Impacted (EO, Agency, TCU, P-ships)</u>	<u>PERFORMANCE INDICATORS/ OBJECTIVES</u>
1. RESEARCH & Development	10,647,000	REE-TRIBAL COLLEGES EDUCATION EQUITY GRANTS PROGRAM, TRIBAL COLLEGES ENDOWMENT FUND, 1994 RESEARCH GRANTS	E.O. #1, #3	DEVELOP/ENHANCE CULTURALLY RELEVANT ACADEMIC PROGRAMS TO TRAIN FUTURE PROFESSIONALS IN THE FOOD & AG SCIENCES. ENCOURAGE DEVELOPMENT OF NEW INSTRUCTIONAL SYSTEMS.
	60,000	NRE-CREATE CURRICULA AND PROGRAMS AT TCUS	TCU #5	
2. DIRECT INSTITUTIONAL SUBSIDIES	5,269,000	REE-EXTENSION SERVICES AT TCUS	TCU #1, #5	ENGAGE NATIVE AMERICANS IN MAKING DECISIONS TO IMPROVE THEIR LIVES IN HEALTH, SUSTAINABLE PRODUCTION SYSTEMS AND LIFE SKILLS FOR YOUTH.
3. PROGRAM EVALUATION	650,000	NRE-SMALL FARMER OUTREACH PROJECTS	E.O. #2	PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO ASSIST SMALL FARMERS WITH PRODUCTION, MARKETING, FINANCES, AND FARM MGMT. PROVIDE OUTREACH AND TRAINING TO ASSIST VERY SMALL MEAT AND POULTRY PROCESSORS IMPLEMENT HAZARD ANALYSIS & CRITICAL CONTROL POINTS (HACCP) PRACTICES.
	50,000	FSIS-HACCP PRACTICES	E.O. #2	
4. TRAINING/TECHNICAL ASSISTANCE	55,000	REE-WORKSHOPS	TCU #5	INCREASE COLLABORATION AMONG LAND-GRANT PARTNERS TO ENHANCE QUALITY OF PROGRAM DELIVERY. INCREASE ACCESS TO PROGRAMS. INCREASE NUMBER OF ACCREDITED NATURAL RESOURCE PROGRAMS. INCREASE USDA HIRES.
	25,000	FFAS-ASSISTANCE TO INDIGENOUS TRIBES	E.O. #2	
	400,000	NRE-ASSIST TCUS WITH DEVELOPMENT OF NATURAL RESOURCES CURRICULA	E.O. #2, TCU #5	

TABLE 2-a: FY 2002 Estimated Projected USDA Awards and Listing of Planned Programs and Activities, by Category

<u>CATEGORY</u>	Estimated AWARD	<u>PROGRAM/ACTIVITY</u>	<u>Goals Impacted (EO, Agency, TCU, P-ships)</u>	<u>PERFORMANCE INDICATORS/ OBJECTIVES</u>
5. FACILITIES & EQUIPMENT	5,100,000	RD-COMMUNITY FACILITIES	E.O. #2	INCREASE IN NUMBER OF TRIBES AND TCUS DEVELOPING ESSENTIAL COMMUNITY FACILITIES. INCREASE ACCESS TO AVAILABLE PROGRAMS.
	3,000,000	DA-EXCESS PROPERTY	E.O. #2	
6. FELLOWSHIPS, INTERNSHIPS, RECRUITMENT, IPA ARRANGEMENTS	250,000	MRP-USDA/AIHEC LIAISONS	E.O. #3	RECRUITMENT OF AMERICAN INDIANS INTO USDA POSITIONS. RECRUITMENT OF AMERICAN INDIANS INTO USDA POSITIONS. FACULTY DEVELOPMENT EXPERIENCES ENHANCE UNDERSTANDING OF USDA/LG PARTNERSHIP.
	20,000	NRE-RECRUITMENT	E.O. #3	
	40,000	REE-FELLOWS PROGRAM, INTERNS	TCU #2, E.O. #3	
7. STUDENT TUITION AID, SCHOLARSHIPS, AND OTHER AID	60,000	NRE-RECRUITMENT AND SCHOLARSHIPS	E.O. #3	RECRUITMENT OF AMERICAN INDIANS INTO USDA POSITIONS.
8. THIRD-PARTY AWARDS	150,000	REE-ERS PROVIDING ASSISTANCE THROUGH THE AMERICAN INDIAN STUDIES PROGRAM AT UNIVERSITY OF ARIZONA	E.O. #2	PROVIDING FOR RESEARCH OF FOOD AND NUTRITION ISSUES AND METHODS FOR IMPROVEMENT. PROVIDE SUMMER INTERNSHIPS AND RECRUIT AMERICAN INDIAN STUDENTS FOR USDA POSITIONS.
	400,000	USDA-WIDE – WINS PROGRAM AT AMERICAN UNIVERSITY	E.O. #3	
9. PRIVATE-SECTOR INVOLVEMENT				

TABLE 2-a: FY 2002 Estimated Projected USDA Awards and Listing of Planned Programs and Activities, by Category

<u>CATEGORY</u>	Estimated AWARD	<u>PROGRAM/ACTIVITY</u>	<u>Goals Impacted (EO, Agency, TCU, P-ships)</u>	<u>PERFORMANCE INDICATORS/ OBJECTIVES</u>
10. ADMINISTRATIVE INFRASTRUCTURE				
11. OTHER ACTIVITIES	350,000	NRE-LIAISON STAFF AT TCUS	E.O. #1, #2	IMPROVED OUTREACH TO AMERICAN INDIANS AND DEVELOPMENT OF NATURAL RESOURCE PROGRAMS.
	2,000,000	DA-SECTION 2501 OUTREACH	E.O. #2, TCU #5	ENHANCE ABILITY OF SMALL AND LIMITED-RESOURCE FARMERS/RANCHERS TO OPERATE AN ENTERPRISE INDEPENDENTLY.

TABLE 2-b: FY 2003 Estimated Projected USDA Awards and Listing of Planned Programs and Activities, by Category***

<u>CATEGORY</u>	<u>ESTIMATED AWARD</u>	<u>PROGRAM/ACTIVITY</u>	<u>Goals Impacted (EO, Agency, TCU, P-ships)</u>	<u>PERFORMANCE INDICATORS/ OBJECTIVES</u>
1. RESEARCH & Development	10,647,000	REE-TRIBAL COLLEGES EDUCATION EQUITY GRANTS PROGRAM, TRIBAL COLLEGES ENDOWMENT FUND, 1994 RESEARCH GRANTS	E.O. #1, #3	DEVELOP/ENHANCE CULTURALLY RELEVANT ACADEMIC PROGRAMS TO TRAIN FUTURE PROFESSIONALS IN THE FOOD & AG SCIENCES. ENCOURAGE DEVELOPMENT OF NEW INSTRUCTIONAL SYSTEMS.
	60,000	NRE-CREATE CURRICULA AND PROGRAMS AT TCUs	TCU #5	
2. DIRECT INSTITUTIONAL SUBSIDIES	5,269,000	REE-EXTENSION SERVICES AT TCUs	TCU #1, #5	ENGAGE NATIVE AMERICANS IN MAKING DECISIONS TO IMPROVE THEIR LIVES IN HEALTH, SUSTAINABLE PRODUCTION SYSTEMS AND LIFE SKILLS FOR YOUTH.
3. PROGRAM EVALUATION	650,000	NRE-SMALL FARMER OUTREACH PROJECTS	E.O. #2	PROVIDE TRAINING AND TECHNICAL ASSISTANCE TO ASSIST SMALL FARMERS WITH PRODUCTION, MARKETING, FINANCES, AND FARM MGMT. PROVIDE OUTREACH AND TRAINING TO ASSIST VERY SMALL MEAT AND POULTRY PROCESSORS IMPLEMENT HAZARD ANALYSIS & CRITICAL CONTROL POINTS (HACCP) PRACTICES.
	50,000	FSIS-HACCP PRACTICES	E.O. #2	
4. TRAINING/TECHNICAL ASSISTANCE	55,000	REE-WORKSHOPS	TCU #5	INCREASE COLLABORATION AMONG LAND-GRANT PARTNERS TO ENHANCE QUALITY OF PROGRAM DELIVERY. INCREASE ACCESS TO PROGRAMS. INCREASE NUMBER OF ACCREDITED NATURAL RESOURCE PROGRAMS. INCREASE USDA HIRES.
	25,000	FFAS-ASSISTANCE TO INDIGENOUS TRIBES	E.O. #2	
	400,000	NRE-ASSIST TCUs WITH DEVELOPMENT OF NATURAL RESOURCES CURRICULA	E.O. #2, TCU #5	

***THE USDA Budget Office does not recommend projects beyond those allowed for the published current fiscal year.
This table reflects use of the FY02 figures, which will be updated annually.

TABLE 2-b: FY 2003 Estimated Projected USDA Awards and Listing of Planned Programs and Activities, by Category***

<u>CATEGORY</u>	Estimated AWARD	<u>PROGRAM/ACTIVITY</u>	<u>Goals Impacted (EO, Agency, TCU, P-ships)</u>	<u>PERFORMANCE INDICATORS/ OBJECTIVES</u>
5. FACILITIES & EQUIPMENT	5,100,000	RD-COMMUNITY FACILITIES	E.O. #2	INCREASE IN NUMBER OF TRIBES AND TCUS DEVELOPING ESSENTIAL COMMUNITY FACILITIES. INCREASE ACCESS TO AVAILABLE PROGRAMS.
	3,000,000	DA-EXCESS PROPERTY	E.O. #2	
6. FELLOWSHIPS, INTERNSHIPS, RECRUITMENT, IPA ARRANGEMENTS	250,000	MRP-USDA/AIHEC LIAISONS	E.O. #3	RECRUITMENT OF AMERICAN INDIANS INTO USDA POSITIONS. RECRUITMENT OF AMERICAN INDIANS INTO USDA POSITIONS. FACULTY DEVELOPMENT EXPERIENCES ENHANCE UNDERSTANDING OF USDA/LG PARTNERSHIP.
	20,000	NRE-RECRUITMENT	E.O. #3	
	40,000	REE-FELLOWS PROGRAM, INTERNS	TCU #2, E.O. #3	
7. STUDENT TUITION AID, SCHOLARSHIPS, AND OTHER AID	60,000	NRE-RECRUITMENT AND SCHOLARSHIPS	E.O. #3	RECRUITMENT OF AMERICAN INDIANS INTO USDA POSITIONS.
8. THIRD-PARTY AWARDS	150,000	REE-ERS PROVIDING ASSISTANCE THROUGH THE AMERICAN INDIAN STUDIES PROGRAM AT UNIVERSITY OF ARIZONA	E.O. #2	PROVIDING FOR RESEARCH OF FOOD AND NUTRITION ISSUES AND METHODS FOR IMPROVEMENT.
	400,000	USDA-WIDE – WINS PROGRAM AT AMERICAN UNIVERSITY	E.O. #3	PROVIDE SUMMER INTERNSHIPS AND RECRUIT AMERICAN INDIAN STUDENTS FOR USDA POSITIONS.
9. PRIVATE-SECTOR INVOLVEMENT				

TABLE 2-b: FY 2003 Estimated Projected USDA Awards and Listing of Planned Programs and Activities, by Category***

<u>CATEGORY</u>	Estimated AWARD	<u>PROGRAM/ACTIVITY</u>	<u>Goals Impacted (EO, Agency, TCU, P-ships)</u>	<u>PERFORMANCE INDICATORS/ OBJECTIVES</u>
12. ADMINISTRATIVE INFRASTRUCTURE				
13. OTHER ACTIVITIES	350,000	NRE-LIAISON STAFF AT TCUS	E.O. #1, #2	IMPROVED OUTREACH TO AMERICAN INDIANS AND DEVELOPMENT OF NATURAL RESOURCE PROGRAMS.
	2,000,000	DA-SECTION 2501 OUTREACH	E.O. #2, TCU #5	ENHANCE ABILITY OF SMALL AND LIMITED-RESOURCE FARMERS/RANCHERS TO OPERATE AN ENTERPRISE INDEPENDENTLY.

***THE USDA Budget Office does not recommend projects beyond those allowed for the published current fiscal year.
This table reflects use of the FY02 figures, which will be updated annually.

**MISSION
AREA
HIGHLIGHTS**

UNITED STATES DEPARTMENT OF AGRICULTURE
FY 2000 PERFORMANCE REPORT
SUMMARY OF AGENCY AWARDS, BY MISSION AREA AND
AGENCY
TRIBAL COLLEGES AND UNIVERSITIES

MISSION AREA AND AGENCY	AWARDS TO TCUs
FARM AND FOREIGN AGRICULTURAL SERVICES (FFAS)	
Farm Service Agency	\$6,080
Foreign Agricultural Service	0
Risk Management Agency	0
Total, FFAS	<hr/> 6,080
FOOD, NUTRITION, AND CONSUMER SERVICES (FNCS)	
Food and Nutrition Service	0
FOOD SAFETY	
Food Safety and Inspection Service	70,581
NATURAL RESOURCES AND ENVIRONMENT (NRE)	
Forest Service	371,797
Natural Resources Conservation Service	1,089,000
Total NRE	<hr/> 1,460,797
RESEARCH, EDUCATION AND ECONOMICS (REE)	
Agricultural Research Service	11,700
Cooperative State Research, Education, and Extension Service	6,107,398
Economic Research Service	0
National Agricultural Statistics Service	0
Total, REE	<hr/> 6,119,098
RURAL DEVELOPMENT	427,255
MARKETING AND REGULATORY PROGRAMS	
Agricultural Marketing Service	0
Animal and Plant Health Inspection Service	75,695
Grain Inspection, Packers, and Stockyards Administration	0
Total, MRP	<hr/> 75,695
DEPARTMENTAL ACTIVITIES	
Departmental Administration	3,907,762
Executive Operations	0
Office of the Chief Financial Officer	973,500
Office of the Chief Information Officer	0
Office of Communications	0
Office of the General Counsel	0
Office of the Inspector General	0
Office of the Secretary	0
Total, DA	<hr/> 4,881,262
TOTAL, USDA, FY 2000	<hr/> <hr/> \$13,040,768

FARM AND FOREIGN AGRICULTURAL SERVICES

The mission of the Farm and Foreign Agricultural Services (FFAS) area is to ensure the well being of U.S. agriculture through delivery of commodity, credit, conservation, insurance, and export programs. FFAS agencies include the Farm Service Agency (FSA), the Risk Management Agency (RMA), and the Foreign Agricultural Service (FAS). The Commodity Credit Corporation (CCC) is the source of funding for most of the conservation and commodity programs administered by FSA and the export programs administered by FAS.

FARM SERVICE AGENCY

FSA provided Stone Child College in Box Elder, Montana with outreach, training, and technical assistance to American Indian farm operators on multiple reservations with the objective of affording this difficult-to-reach group access to FSA programs of assistance.

FSA provided funding to the Fond du Lac University in Cloquet, Minnesota that funded outreach to American Indian farmers to access FSA programs of assistance.

FOREIGN AGRICULTURAL SERVICE

FAS outreach activities with Tribal communities have been focused on outreach to provide information on USDA/FAS programs and services with American Indian organizations and Tribal Governments. Proposals are being developed to address greater interaction and access of Federal resources to Tribal Colleges.

Increasing International Participation of Tribal Colleges and Universities

USDA partnered with the American Indian Higher Education Consortium (AIHEC) and conducted a joint workshop in August 2000 to raise awareness within the USDA and other government agencies of the expertise of Tribal Colleges to globally engage in activities such as technical assistance, training, scientific cooperation, agribusiness development and marketing.

FAS staff in conjunction with USAID will continue assist Haskell University in developing a proposal, along with partners Kansas University, Kansas State and the University of Altai, to develop training modules to assist the indigenous group in the Republic of Altai (Siberia). ICD conducted a project start-up meeting with all the stateside partners.

Haskell, as the lead institution, marks the first Native American institution of higher learning to receive a grant to implement USAID development assistance supporting mission strategic objectives. The training modules will be used by elementary and secondary school teachers and community groups to test water quality in the remote indigenous villages of the Altai Republic (Siberia) in Russia. These materials will also form the basis for a similar program to test water quality on tribal lands in the U.S.

FAS Momentum Continues to Build in Outreach to Tribal Colleges

FAS recently joined state and local organizations in a career and college fair at Keweenaw Bay Ojibwa Community College in Michigan's Upper Peninsula, while consulting with staff on their international program development. Tribal colleges also participated in an USDA Hispanic Serving Institution Workshop in New Mexico where FAS's presentation encouraged participation in our international programs, employment and internships for staff and students.

FAS participates in monthly conference calls with TCUs, CSREES, and USAID and inter-agency meetings on strategies for increasing partnerships with TCUs. These activities resulted from the International Workshop FAS helped support last August to raise awareness of Tribal Colleges and Universities' expertise and opportunities to globally engage in activities such as technical assistance, training, scientific cooperation, agribusiness development and marketing.

American Indian Women with Disabilities

The Fort Mojave Tribe in Nevada hosted a conference for Native American Women with Disabilities in February 2000, with over 200 participants from across the country sharing experiences and exploring increased access to funding, technical assistance, training, internship and employment opportunities. FAS coordinated a session covering successful examples of Native American participation in domestic and international USDA food and agriculture programs ranging from resources for people with disabilities to projects helping cooperatives and individuals produce and market value-added products locally and overseas, and to environmental concerns and rural development.

Student Employment

FAS employed one Native American Summer Intern. This internship provided the intern an opportunity to participate in program activities and gain hands on experience to work within FAS.

RURAL DEVELOPMENT

The Rural Development (RD) mission area strives to improve the quality of life for rural Americans and to create opportunities for rural businesses and cooperatives to compete in the global marketplace. RD provided financial and technical assistance to help individuals, local communities and rural businesses, concentrating on those with the greatest need. These opportunities include decent, safe, affordable housing, establishment of rural businesses and community facilities, development of modern and affordable water and waste services, and installation of electric and telecommunications services. Three agencies comprising the RD mission area are the Rural Housing Service (RHS), the Rural Utilities Service (RUS), and the Rural Business-Cooperative Service (RBS). Under the Department's streamlining and reorganization effort, the field office delivery system for the three agencies was consolidated and is now co-located within the USDA Service Centers.

In FY 2000, RD provided funding through the Distance Learning and Telemedicine Grant program to Salish Kootenai College. An additional grant went to Fort Peck Community College for community development and outreach activities.

FOOD, NUTRITION, AND CONSUMER SERVICES

The Food and Nutrition Service (FNS) administers America's domestic nutrition programs. The mission of FNS is to improve the nutritional levels of Americans by providing children and needy families better access to a healthful diet. FNS fulfills its mission through programs dealing with nutrition promotion and direct nutrition assistance. Food stamps remain the cornerstone of the National commitment to protect the nutrition, health, and well being of low-income families with other programs serving specific categories of the population. Increasing the public understanding of proper nutrition is also promoted through the nutrition assistance programs.

The Food and Nutrition Service supported one intern from the Washington Internship for Native American Students (WINS). FNS has developed a strategic plan for the entire array of special emphasis programs. As resources are available, this strategic plan should aid FNS in planning how to best maximize those resources for this and other special emphasis programs.

FOOD SAFETY

Food Safety, the public health mission area of USDA, provides scientific focus, leadership and expertise in addressing the important domestic and international public health and safety issues related to meat, poultry, and egg products regulated by the Food Safety and Inspection Service (FSIS) and the general oversight of the Office of the U.S. manager of the Codex Alimentarius Commission. Food Safety also leads efforts within the Department to respond to food safety emergencies and coordinates policies and program development with other departments, international organizations, other countries, and State and local governments on these food safety issues.

During FY 2000, in support of the Executive Orders to promote educational advancement and equity for minority institutions, the Food Safety and Inspection Service (FSIS) utilized its cooperative agreement authority to enter into agreements with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs) to develop outreach efforts in animal production food safety to small producers in the underserved and/or under-represented communities. Three of the nine minority-serving institutions receiving funds in FY 2000 were TCUs.

Consistent with the President's directions, this initiative enhanced the diversification of partnerships between States, Tribes, industry, universities, and the public to improve the safety of the food supply. Programs developed by the minority serving institutions were delivered through various outreach activities and offered technical training and information to small farmers with an emphasis on reaching producers in the minority communities. The schools conducted animal production food safety educational initiatives to improve the ability of food animal producers to maintain sustainable operations as they address their food safety responsibilities. The training focused on improving food safety and quality assurance outreach efforts to small producers in the underserved and/or under-represented communities in their area. Examples of food safety-related production practices include:

- Adoption of residue avoidance and food safety preventive practices defined in commodity Good Production Practices and Quality Assurance Programs (QAPs), including judicious use of pesticides, biologics, and animal drugs.
- Adoption of pathogen reduction and prevention practices which are intended to contribute to food safety and enhance animal health and productivity, e.g., those involving feed, water quality, and animal waste management.
- Animal or premise identification (source of animals or eggs).
- Record keeping of management practices (medicated animal feeds, diseases, antibiotic treatments, etc.).

- Quality Assurance Certification, third party audited programs, and other processes providing assurances of food safety between animal suppliers and purchasers.
- Managed culling practices to foster avoidance of illegal drug residues and promote humane treatment of farm animals.
- Efforts to address zoonotic and human pathogens in herd health hygienic and bio-security preventive strategies.
- Maintenance of good sanitation practices in production, transportation, and marketing of food animals.

FSIS began a major outreach, training, and information initiative during FY 1999 to assist the nation's very small meat and poultry processors in implementing Hazard Analysis and Critical Control Points (HACCP), a preventive approach to reduce food safety risks. In support of the Executive Orders to promote educational advancement and equity for minority institutions, FSIS awarded funds to several colleges and universities to provide technical assistance to very small plant owners. The outreach strategy was designed to ensure that FSIS reached the diverse group of individuals who own very small meat and poultry plants. To ensure the continued success of HACCP in very small plants and to be responsive to the diverse needs of stakeholders in the farm to table food safety initiative, the Agency continued to partner in this outreach program with the HBCUs and others during FY 2000. These activities will result in the development and dissemination of additional educational materials to small and very small plant owners during FY 2001.

Beginning in FY 2000, FSIS will develop videotapes and written materials to provide HACCP-Oriented Meat Hygiene Training Programs for Indigenous Peoples of the Pacific Basin and Eastern Navajo Reservation. These educational materials will be designed to enhance the welfare of indigenous producers and consumers of livestock products by sustaining improved animal health status, livestock and livestock production management. They will also help to increase productivity, the income-generating potential of livestock, and the nutritional and hygienic quality of animal food products.

The FSIS Professional Recruitment Program includes more than 30 diverse agency personnel who are assigned to HBCUs, HSIs, TCUs, and other higher education institutions around the country to conduct targeted recruitment activities. To increase the participation of Native Americans in agriculture and agri-business, FSIS continued in FY 2000 to provide fellowships through the "Washington Internships for Native American Students" program.

Program Evaluation:

Animal Production Food Safety Cooperative Agreements:

In FY 2000, FSIS utilized its cooperative agreement authority to enter into agreements with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and

Tribal Colleges and Universities (TCUs) to develop outreach efforts in animal production food safety to small producers in the underserved and/or under-represented communities. The schools were encouraged to form partnerships to work together to accomplish this training.

The following institutions participated as cooperators in FY 2000 as detailed below.

Langston University, Crown Point Institute of Technology, New Mexico State University -

This cooperative activity facilitated the development of training material on goat, beef, and sheep production and a web site on animal production food safety. Langston University took the lead and developed a goat component module, New Mexico State University developed a beef component module, and Crown Point Institute of Technology developed a sheep component module. This contract is significant because it provided an opportunity for an 1890, a 1994 and a Hispanic Serving Institution to work together to improve food safety production practices of small beef, sheep and goat producers in New Mexico and Oklahoma. (\$60,000)

Dull Knife Memorial College, Lame Deer, Montana (TCU)-*Montana Outreach Program for Animal and Food Safety Education.* This program was aimed at educating Montana Native American livestock producers through a variety of media and workshops. The special needs of Native Americans were considered as this program was implemented. Successful implementation relied on management commitment, participation from a multidisciplinary group, and a full understanding of Hazard Analysis and Critical Control Points (HACCP) compatible practices found within well-documented good production practices and beef quality assurance programs. The program provided the education and technical support needed for Native American beef producers to establish a BQA plan using Good Production Practices that is in accord with HACCP principles (\$20,000).

University of Hawaii (IHE) and Crown Point Institute of Technology (TCU)-This program developed an integrated animal agricultural training program to improve animal production practices among the indigenous animal producers and consumers of livestock products in the Pacific islands and Navajo communities. The training program acted to improve the animal health of livestock and livestock production management. A goal of this program was to increase productivity for producers. The recipients developed written and videotape materials for the indigenous peoples of the Pacific basin and the eastern Navajo reservations. The meat hygiene components were designed to provide pre-harvest, slaughter and product handling practices information. These materials were made available to other animal producers with special needs. The Cooperative State Research, Education and Extension Service is also cooperating in this project (FSIS portion \$25,000, CSREES portion \$37,000)

Fellowships:

Haskell Indian Nations University

3 students (GS-3&4)

\$18,081

NATURAL RESOURCES AND ENVIRONMENT

The Natural Resources and Environment mission area promotes conservation and sustainable use of natural resources in the nation's private lands through education, technical, and financial assistance. The mission area is also responsible for meeting public demands for recreation, timber and other goods and services through management of approximately 192 million acres of National Forests and Grasslands. The Administration is committed to preserving natural resources for future generations through assistance to farmers, ranchers, and other private landowners and through sound management of public lands.

FOREST SERVICE

The Forest Service Tribal College Initiative has been operating for the past 10 years. It was created in 1990 primarily as a recruitment tool for the agency. Its mission is to attract American Indians into the Forest Service by assisting tribal colleges with establishment and enhancement of natural resource curriculums, an activity also known as capacity building. In return the colleges emphasize and offer to their students various majors within the study of natural resources management, while also exposing their students to the many professional positions valuable within the Forest Service. The agency additionally offers summer employment opportunities to tribal college students in hopes of finding prospective candidates for their cooperative education program. The results are a strong tribal college natural resource programs with summer employment opportunities and an increased number of American Indian professionals recruited into the Forest Service workforce through the cooperative education program.

As in the past five years, the Forest Service granted a sum of \$100,000 to the American Indian Higher Education Consortium for equal distribution of \$6,600 to 15 predetermined tribal colleges. These grants are capacity building funds to be used in support of strengthening natural resource curriculums at each college. The funds can be used for various activities performed in or outside the classroom that contribute to scientific or traditional development of the college natural resource program. This can include teacher's salaries, equipment, supplies, training, new technology, field trips, traditional teachings, and other significantly related items.

Tribal colleges have proven to be innovative and ingenious in their ability to maximize the benefits from every dollar. The following are examples of those abilities:

- The Blackfeet Community College takes their students each summer into former tribal territories of Glacier National Park to learn traditional science taught by Elders. Students learn the importance of plants and animals used for tribal subsistence over the centuries.
- Lac Courte Orielles Tribal College has established an indoor greenhouse to grow traditional plants all year to be used during ceremonial activities at the college. Students learn the use and importance of native plants to their tribal culture.

- Oglala Lakota College maintains a natural garden free of any synthetics or unnatural chemical enhancements to promote growth. Their project has drawn students from Germany to participate and learn techniques developed by the tribal college.
- Salish Kootenai College has established a four-year environmental science degree to enable their students to complete their degrees at home without having to transfer to a state university, often far from the reservation.
- Cheyenne River Community College has established a curriculum involving bison management. Bison was considered the most important food and clothing animal to ever exist in Plains Indian culture. Emphasis is on restoration of the great herds.
- NASA, to continue its natural science, has refunded the Northwest Indian College cohort program. Using the small grant from the Forest Service the college was awarded a \$250K grant to establish a pilot program for traditional science curriculum involving an innovative cohort approach.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: D-Q University

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$170,000

College or University: Haskell Indian Nations University

Description of Program or activity: Provides funds to manage the recruitment of students for the Haskell Initiative.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Bay Mills Community College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Blackfeet Community College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Little Big Horn College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Salish Kootenai College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Turtle Mountain Community College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Crownpoint Institute of Technology

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Oglala Lakota College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAs

Award: \$6,600

College or University: Lac Courte Oreilles Ojibwa Community College

Description of Program or activity: Provides capacity building funds to the University to enhance their natural resource programs.

THIRD PARTY AWARD

Award: \$131,600

College or University: American Indian Higher Education Consortium

Description of Program or activity: Provides funds to manage the recruitment of students for the American Indian Higher Education Consortium initiative.

NATURAL RESOURCES CONSERVATION SERVICE

Executive Summary

1. Goals and measurable objectives to achieve during the fiscal year:

- ◆ Full-time Tribal Liaison at Fort Berthold Community College
- ◆ Full-time Tribal Liaison at Lac Courte Oreilles Ojibwa Community College
- ◆ Full-time Tribal Liaison at Oglala Lakota College

2. Exemplary programs or practices:

- ◆ NRCS, through the Harmony Workshop, provides training to agency staff on Native American history and culture. The training provides awareness, which allows staff to work effectively with tribal members.
- ◆ NRCS works with tribes on a government-to-government basis. The agency collaborates with tribal colleges in the development of natural resources curriculum.

3. Total awards to TCUs during FY 2000:

- ◆ \$1,089

Research & Development

Award: \$71,000

Fond du Lac Tribal & Community College

Activity: Development of a cultural resources curriculum and course.

Program Evaluation

Award: \$210,829

Fort Berthold Community College

Activity: Grant used for small limited resources farmer outreach and agency technical assistance training.

Award: \$248,148

Lac Courte Oreilles Ojibwa Community College

Activity: Grant used for small limited resources farmer outreach and agency technical assistance training.

Award: \$67,000

Little Hoop Community College

Activity: Grant used for small limited resources farmer outreach and agency technical assistance training.

Award: \$218,843

Oglala Lakota College

Activity: Natural resources conservation course development.

Awards: \$5,000

Salish Kootenai College

Activity: Developing natural resources course materials and curriculum.

Other:

Award: \$10,000

Fond du Lac Tribal & Community College

Activity: Development of a cultural resources curriculum and course.

Award: \$16,000

Woodland Native American Conference - To provide Great Lakes/Woodland Tribal Leaders information about programs available to Native Americans and gather input from Tribal Leaders on how NRCS might better serve Tribes.

MARKETING AND REGULATORY PROGRAMS

The mission of the Marketing and Regulatory Programs agencies is to expand the domestic and international marketing of U.S. agricultural products and to protect the health and care of animals and plants. These programs improve market competitiveness and the farm economy for the overall benefit of both consumers and American agriculture.

The Marketing and Regulatory Programs are administered by three agencies: the Animal and Plant Health Inspection Service (APHIS); the Agricultural Marketing Service (AMS); and the Grain Inspection, Packers and Stockyards Administration (GIPSA).

ANIMAL AND PLANT HEALTH INSPECTION SERVICE

FELLOWSHIPS, INTERNSHIPS, TRAINEESHIPS, RECRUITMENT, AND IPAS

Award: \$24,695

College of University: Specific Colleges too numerous to name

Description of Program or Activity: Student Employment Programs – APHIS continued to be aggressive in its recruitment of students through a network of approximately 450 colleges and universities, professional organizations, agency recruiter, and special interest groups. APHIS program areas nationwide participated and supported a total of 308 student employees during FY 2000 (total salaries paid was \$3,140,093; of which \$679,071 was paid to 68 African American students; \$433,810 was paid to 46 Hispanic students, and \$24,695 was paid to 3 Native American students) through various employment/appointment authorities--Summer Intern Program (SIP), Student Career Enhancement Program (SCEP), Student Training & Experience Program (STEP), temporary hires and Stay In School appointments.

THIRD PARTY AWARDS

Award: \$51,000

College or University: Undistributed

Description of Program or Activity: Washington Internship for Native American Students (WINS) is a distinctive, paid learning experience for Native American students. The program includes academic course work, research, cultural and social activities and an internship with a Federal agency. All components of the program have an emphasis on Native American values and traditions. Students who successfully complete the program receive 6 academic credits, which transfer back to their college or university.

APHIS, Plant Protection & Quarantine (PPQ), Training and Recruitment Center (TRC) participated in the collective cooperative agreement with American University to sponsor a total of six WINS Program students.

OTHER

Award: \$15,000

College or University:

Description of Program of Activity: Native American Conference

APHIS, Veterinary Services provided funding in support of the national Native American Conference.

Toll-Free Telephone Line - Our Office of Recruitment maintains a toll-free 800-telephone line that advertises extensively in MRP recruitment brochures, give-aways, etc. This service receives a constant amount of inquiries from the general public, particularly students who are seeking information and advice about careers in MRP/USDA. During periods when schools are in session, a heavy, constant volume of calls is received in response to the MRP scholarship opportunities that we offer. These scholarships, based on the Student Career Experience Program authorities, are advertised to students, particularly from minority institutions. The toll-free number is a primary source of information for these students in obtaining the required information that assists them in making application to our opportunities.

AGRICULTURAL MARKETING SERVICE

In FY-1999 AMS initiated a Memorandum of Understanding (MOU) with Cameron University in Oklahoma to sponsor a professor. The objective of MOU is to provide for the exchange of state-of-the-art applied technology related to the production, processing, grading, marketing, accounting and economic analysis of milk and milk products. This business and technology exchange will support and enhance the training and education in the Agricultural Sciences and Marketing disciplines for students.

AMS hired six Washington Interns Native American Students (WINS) for summer employment in FY-2000. AMS hired 30 percent of the WINS students employed by the United States Agriculture Department. The agency received an award from the WINS Program for its achievement in hiring the largest percent of WINS students. Two of the WINS students will be returning next summer and another WIN student was converted to a Stay-in-School Student. One of AMS' WINS students attends Salish Kootenai College (\$8,500) in Montana.

AMS donated used computer equipment (\$45,000) to the Nighthawk Organization. The Nighthawk Organization disperses equipment to schools located on reservations.

GRAIN INSPECTION PACKERS AND STOCKYARDS ADMINISTRATION

The following are Tribal Colleges and Universities initiatives supported by GIPSA in FY 00.

USDA/Summer Intern Program:

The Agency continued its support for this Department initiative and provided summer employment for students from all HBCUs, HSIs, WINS, SCETP, STEP, and other institutions of higher education. The student brought in through the WINS program attended Menlo College University, Atherton, California. The student is a member of the Yurok Tribe.

During FY99 the Department created the USDA/American Indian Higher Education Consortium (AIHEC) Leadership Group. Dr. I. Miley Gonzalez, Under Secretary for Research, Education and Economics was assigned as Chair for this initiative. This initiative is the Department's effort to increase educational opportunities for Native Americans in support of the President's Executive Order and the White House Initiative on Tribal Colleges and Universities. Dr. Gonzalez requested that GIPSA be the lead agency in this initiative on behalf of USDA. In October 2000, Mr. John Phillips reported to GIPSA under an IPA to become the American Indian Coordinator for this initiative.

RESEARCH, EDUCATION, AND ECONOMICS

The Research, Education, and Economics (REE) mission area was assigned Federal leadership responsibility for the discovery, application, and dissemination of information and technologies spanning the biological, physical, and social sciences through agricultural research, education, and extension activities and economic and statistical analysis. REE responsibilities are carried out by four agencies:

The Agricultural Research Service (ARS) is the principal in-house research agency in USDA in the areas of natural and biological sciences.

The Cooperative State Research, Education, and Extension Service (CSREES) is the Federal partner with land-grant and non-land grant colleges and universities in carrying out extramural research, higher education, and extension activities.

The Economic Research Service (ERS) is the principal intramural social science research agency in USDA.

The National Agricultural Statistics Service (NASS) provides the official current statistics on agricultural production and indicators of the economic and environmental welfare of the farm sector. In 1997, NASS assumed responsibility for conducting the Census of Agriculture, previously conducted by the Bureau of the Census of the Department of Commerce.

AGRICULTURAL RESEARCH SERVICE

Executive Summary

- An ARS Civil Rights Manager was instrumental in arranging exhibit space and staff participation in the annual American Indian Science and Engineering Society (AISES) conference in Minneapolis, MN.
- Two ARS scientists attended the Annual Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) conference. A number of excellent minority Ph.D. and graduate students visited the ARS booth. Follow-up contact is being made by the Human Resources Division staff.
- Provided training for temporary employee (GS-5 Native American) to effectively compete for permanent full-time position.
- ARS Area and Location offices held Native American Heritage Month observances and programs.
- Mailed job announcements to Tribal Colleges and minority institutions across the country.
- ARS outreach efforts include sending informational materials to the Cherokee Nation Science Teachers.
- ARS hosted school officials of the Cherokee Nation for a tour of research facilities.

- ARS scientists hosted the Intertribal Agriculture Council to a tour of the research station and an overview of on-going research projects.
- Hosted the Cheyenne Heritage Trail tour at a research location.
- Participated in the National Indian Education Association Convention.
- An ARS Equal Employment Manager attended the USDA/Bureau of Indian Affairs workshop with Tribal leaders of Indian Nations of Kansas, Nebraska, Oklahoma and Texas.
- Funds have been set aside to employ students from selected tribal colleges including; Northwest Indian College, Heritage College, and Dine College.
- ARS is working with a faculty member at the D-Q University to establish summer internships for undergraduates. Potential areas of research include maintenance of a healthy body weight, dietary antioxidants and health, dietary factors influencing mineral nutrition, and diet and resistance to disease.
- ARS continued to work with the Confederated Tribes of the Umatilla Indian Reservation. Work centers around Total Maximum Daily Load for the Umatilla River.
- Participated in a job fair at the Heritage College. The student body is predominantly Hispanic and Native American.
- ARS has hired Native American students utilizing the STEP and SCEP programs, seasonal employment and intern programs.
- Locations provided job opening announcements to ARS staff recruiting at the American Indian Higher Education Consortium Annual Conference Career Fair.
- ARS scientists prepared and presented a display for the National Indian Education Association 30th Annual Convention and participated with other USDA agencies to develop agricultural awareness and assistance training for the Cherokee National to be presented to the public.
- 119 Superintendents of the Cherokee Nation of Oklahoma received packets containing ARS science-related student materials. Two field days were held and invitations were sent to the Associate Education Director of Higher Education for the Cherokee Nation of Oklahoma.
- Scientist staffed booth and discussed ARS education program with Native Americans at the National Education Association job fair.
- ARS locations served as a work site for three American Indian Choctaw students under the Job Training Partnership Act.

- In Phoenix, AZ scientists are working on the Gila River Indian Community Forage Study and will have an impact on the economy of the Gila River, the Tohono O’odham and potentially that of the Navajo, Colorado River, and Ft. McDowell Apache. The impact will manifest itself for many decades to come.
- ARS personnel gave assistance to the Gila River Apache Tribe to increase seed availability of traditional crops via bee pollination. Also gave Africanized Honey Bee safety training to the fire/rescue and hospital personnel for the Tohono O’odham Tribe.
- Continuing work with the Native American Summer Institute. Worked with 30 Native American High School students to participate in the science aspects of the Bee Research Center.
- Participated in monitoring program for the Navajo Nation and Utah State University.
- Attended the 34th Annual Louisiana Indian Heritage Association Spring Powwow.
- Discussed employment opportunities with the Louisiana State University and Loyola University Native American Student Associations, the Inter-Tribal Council of Louisiana, and members of the Louisiana Indian Heritage Association.
- ARS employee wrote an article in the “Winds of Change,” a Native American focus magazine, to encourage American Indian students to learn about careers in the Federal Government.
- Provided surplus computers to nine tribal colleges.
- Worked with the Burns Paiute Tribe to help them develop management and monitoring plans on lands they recently acquired.
- Intertribal Ag Council and ARS participated in a meeting between tribes and USDA to improve relationships, communication, and set goals to insure Native Americans have equal access to all programs.
- Presented a research proposal and continuing efforts to obtain funding for project in cooperation with Yakima Nation on developing sustainable farming system for small farms in the Yakima Valley.
- An ARS Office of Technology Transfer employee also wrote an article in the “Winds of Change,” a Native American focus magazine, to encourage American Indian students to learn about careers in the Federal Government.

NATIONAL AGRICULTURAL LIBRARY - Executive Summary

The National Agricultural Library's (NAL) fiscal year 2000 assistance to Tribal Colleges and Universities focused on institutional development activities that support goal 3 - Educational Opportunity and goal 6 of the National Education Goals of the White House Initiative on Tribal Colleges and Universities. Accomplishments were in the areas of staff development and technology development and use. FY 2000 awards for Tribal Colleges total \$25,800. An NAL senior manager was a lecturer, for the third consecutive year, for the Montana State University-sponsored annual Tribal College Librarians Professional Development Institute. He presented information on NAL's resources and how to access them and explored areas of cooperation between NAL and Tribal College libraries. He also discussed intra-cultural hand gestures. The National Agricultural Library will host the institute in July 2001.

- NAL provided an overview of the Library's operations and web site resources for the Washington Internship for Native Students (WINS) Program Coordinator.
- NAL employed an American Indian college student through the American University-sponsored Washington Internship for Native Students (WINS) Program. The student was enrolled at the Western New Mexico University, which is a Hispanic-Serving Institution.
- NAL provided two 586 computers to nine (9) Tribal Colleges for their library or classroom use.

TRAINING

Award: \$14,100.00

College or University: Tribal Colleges -- Bay Mills Community College, Blackfeet Community College, College of Menominee Nation, Crownpoint Institute of Technology, D-Q University, Diné College Shiprock Campus, Fort Berthold Community College, Fort Belknap College, Haskell Indian Nations University, Lac Courtes Oreilles Ojibwa Community College, Leech Lake Tribal College, Northwest Indian College, Salish Kootenai College, Sinte Gleska University, Sisseton Wahpeton Community College, Sitting Bull College, Stone Child College, United Tribes Technical College.

Description of Program or activity: NAL senior manager was a lecturer, for the third consecutive year, in a Montana State University-sponsored Tribal College Librarians Professional Development Institute. He presented information on NAL's resources and how to access them and explored areas of cooperation between NAL and Tribal College libraries. Eighteen Tribal Colleges were represented. NAL provided Montana State University a \$10,000 grant to help defray the travel cost for Tribal College librarians. NAL will host the institute in 2001.

FACILITIES AND EQUIPMENT

Award: \$11,700.00

College or University:

Description of Program or activity: Computers to Tribal Colleges

NAL provided two computers to each of the following nine (9) Tribal Colleges for their library or classroom use.

Bay Mills Community College	\$1,300.00
Cankdeska Cikana Community College	1,300.00
College of the Menominee Nation	1,300.00
Crownpoint Institute of Technology	1,300.00
Fort Peck Community College	1,300.00
Fort Berthold Community College	1,300.00
Lac Courte Oreilles, Ojibwa	1,300.00
Sisseton Wahpeton Community College	1,300.00
Stone Child College	1,300.00
NAL TOTAL	\$11,700.00

COOPERATIVE STATE RESEARCH, EDUCATION AND EXTENSION SERVICE

1. GOALS AND OBJECTIVES - FISCAL YEAR 2000

Research and Development: Based upon Congressional funding, development of new college academic programs to train future scientists and professionals in agricultural production, economic competitiveness, and the relationship of agriculture and the environment were instigated. Areas of research include the development of culturally relevant academic programs to train students in fields concerned with reducing food borne illnesses and improving overall health and nutrition of the population; acquiring equipment and instrumentation for teaching; providing faculty development experience to broaden understanding of new and emerging technologies; encourage the development of new instructional delivery systems to reach students in rural areas, primarily those living on the reservation; and implement a program that allows scientists at the 1994 Institutions to participate in research activities that address tribal, National, and multi-state priorities.

Technical Training and Assistance: There was significant involvement to increase collaboration among land-grant partners that serves to enhance quality of program

delivery; identify for non-tribal entities methods of program delivery most suitable for Native Americans; and expand program participation to assure minority-serving institutions receive equitable support to assist USDA in carrying out its mission.

Fellowships, Internships, Recruitment, IPA Arrangements: CSREES continued to provide faculty development experiences to enhance understanding of the USDA/Land-Grant University partnership; and to provide training experiences for future professionals in the agricultural sciences; enhance program planning and evaluation for agricultural research, education and extension.

Direct Institutional Subsidies: Providing funds that use educational strategies that engage the Native American community in making decisions to improve their lives; develop and use culturally relevant programs that deliver information about improving diet and health; develop and implement integrated sustainable production systems for natural resources that are compatible with environmental quality; and provide opportunities for Native American youth to develop positive life skills.

2. MAJOR PROGRAM DESCRIPTIONS

The Tribal Colleges Endowment Fund - These funds are enhancing opportunities for Native Americans by strengthening instructional programs at the thirty 1994 Institutions. United Tribes Technical College is using these funds to host a “Teacher Training Summer Institute” to better prepare teachers, many of whom are non-Indian, to reach American Indian students. The program works in collaboration with nine other Tribal Colleges and serves over 100 teachers per year. Sisseton Wahpeton Community College is expanding its nutrition and dietetics curriculum, in part by creating a nutrition education center where faculty and students will provide workshops to address community needs. It also is preparing students to run a modern food service operation with a special emphasis on food safety and preventing food borne illness.

The Tribal Colleges Education Equity Grants Program- Fiscal Year 2000 marked the fifth year of this grant program, which strengthens academic programs at the thirty 1994 Institutions. Through undergraduate and graduate students, the Tribal Colleges are training Native American youth and adults in the food and agricultural sciences and encouraging them to enter professional careers in veterinary medicine, natural resources and environmental management, and nutrition and health care. Bay Mills Community College is expanding its Environmental Sciences degree program by using the Internet to reach Native American students located on all eleven of Michigan’s Indian reservations. Cankdeska Cikana Community College is revising courses in Animal Science to incorporate native culture into lectures, laboratory and field assignments, and student internships. A special emphasis is being placed on bison physiology, sustainable agricultural development, environmental impact, and bison herd management.

Extension Services at the 1994 Institutions - Fiscal Year 2000 projects include continued development of culturally relevant curricula to help prevent and manage diabetes; educational programs to strengthen and expand small businesses on reservations; technical assistance and education to help farmers and ranchers better

manage their operations; and establishment of family living and youth development programs. The College of the Menominee Nation completed a one-year project to strengthen the sustainable economic development potential of the Menominee, Stockbridge-Munsee and Potowatomi Reservations and surrounding communities through needs-based training that promotes and encourages public and professional growth and involvement in the process. Salish Kootenai College continued work on its native plant restoration program to support Tribal and Federal agency land use directives calling for the implementation of ecosystem management.

The Tribal Colleges Research Grants Program - New in Fiscal Year 2000, this competitive grants program assists the 1994 Institutions in conducting agricultural research that addresses high priority concerns of tribal, national or multi-state significance. Projects address investigative and analytical studies in the food and agricultural sciences. The research will be of primary benefit to the specific and often unique needs of American Indians living on the Nation's vast Indian reservations.

3. CATEGORY NARRATIVES

Research and Development - Thirteen proposals were received from 11 Tribal Colleges in 6 states for the combined 2000-2001 cycle of the Tribal College Research Grants Program. Based upon peer review, 11 proposals were recommended for funding. Schools receiving funding from Fiscal Year (FY) 2000 funds include the Fond du Lac Tribal and Community College for undertaking a study to determine how the wild rice ecosystem responds to lake restoration activities. In partnership with the University of Minnesota, data will be collected on lake water quality and sediment chemistry, geographic information from using GIS and GPS, and relationships among plant communities that will show how data can be used to manage and improve wild rice lake restoration in the region. Salish Kootenai College in Montana is researching the revegetation of invasive plant infested rangelands. The research will test a theoretical framework for developing successive weed management strategies, developing cost-effective and reliable techniques for establishing desired species, seeding techniques, and seed population dynamics on invasive species. Results hope to provide new technologies applicable to all rangeland restoration projects. Three additional schools (United Tribes Technical College, Oglala Lakota College, and Sinte Gleska University) received funding for separate proposals dealing with bison culture and research, while Turtle Mountain Community College will be investigating the risk of the Western equine encephalomyelitis virus in North Central North Dakota. Also funded with FY 2000 funds was a project at Sisseton Wahpeton Community College to improve today's diets with traditional foods.

Program Evaluation - A technical site visit/administrative review was conducted at Haskell Indian Nations University (HINU) in March 2000. The review provided HINU with technical assistance in the management of its programs and resources, supporting Goal #2 - Resource Streams.

Training - CSREES provided funding for a national workshop for 1994 Institutions faculty on the subject of program planning, implementation and evaluation. Travel stipends were provided to 22 participating Tribal Colleges. Also, provided scholarships to support professional development activities with several professional associations.

CSREES conducted a one-day breakout session for 1994 Institutions during the CSREES Administrative Officers Meeting in Buffalo, NY. The focus of the session was to improve management and quality control of projects, provide training on report writing and impact statements, and increase participation of Tribal Colleges in opportunities available through USDA, such as the Fellows Program and the Excess Property Program.

Two faculty from 1994 Institutions were invited to serve on Higher Education Programs' peer review panels of experts to evaluate the merit of grant proposals. This experience will help to ensure high quality proposals from Tribal Colleges.

Goals addressed include Goal #1 - Recognition and Participation, Goal #2 - Resource Streams, Access to highly trained teachers by economically disadvantaged supports Goal #3 - Educational Opportunities and Goal #6- National Education Goals.

Fellowships, Internships, Recruitment, Traineeships, and Arrangements under the Intergovernmental Personnel Act - CSREES supported a two-week assignment in Washington, DC for a faculty member at Haskell Indian Nations University to expand his understanding of CSREES programs and his contacts with USDA personnel.

Fiscal Year 2000 marked the fifth year of the Tribal Colleges Education Equity grants program, which strengthens academic programs at the 30 1994 Land-Grant Institutions. Through undergraduate and graduate studies, the Tribal Colleges are training Native American youth and adults in the food and agricultural sciences and encouraging them to enter professional careers in veterinary medicine, natural resources and environmental management, and nutrition and health care.

CSREES also supported two Native American students under the WINS (Washington Internships for Native Students) sponsored by American University in Washington, DC for 8 weeks during the summer of FY 2000. Goals supported included faculty development activities, Goal #1 - Recognition and Participation, #3 - Educational Opportunities, and #6 - National Education Goals.

Direct Institutional Subsidies - Funding continues to support Extension services at the Tribal Colleges. Highlights of FY 2000 projects include continued development of culturally relevant curricula to help prevent and manage diabetes; educational programs to strengthen and expand small businesses on reservations; technical assistance and education to help farmers and ranchers better manage their operations; and establishment of family living and youth development programs.

Goals addressed include #3 - Educational Opportunities and #4 - Native Culture & Language.

Third Party Awards - Funding was provided to the American Indian Higher Education Consortium for the summer of 2000 to provide for a staff member, who had served as an Indian Extension agent, to work with CSREES International Programs. One of the goals of the Tribal Colleges is the interaction with indigenous peoples worldwide and the individual provided assistance and gathered information on the methods of working internationally to enhance cooperative efforts for a future meeting. Goals #1 and #4 are being addressed through this activity.

Other - Supported Salish Kootenai College to help broaden its use of distance education programming and to include international elements in distance education curriculum. Goals # 1, # 3 and # 6 are addressed by this activity.

Ground-Breaking Meeting of 1994's on International Interests -- CSREES sponsored an AIHEC-conducted meeting of 23 Tribal College representatives who are interested in international work. The first-ever meeting (Summer 2000) on international interests allowed Tribal Colleges to share experiences and interests in internationalizing their programs through travel, exchanges and other activities. As a result, several new international partnerships are being developed, and Tribal College representatives are now included in national dialogues on internationalization. Goals # 1 and #3 are addressed by this activity.

The individual who worked on the international tribal meetings during the summer has now become the first USDA/AIHEC liaison. A member of the executive staff of the agency serves on the USDA/AIHEC Leadership Group and was responsible for drafting the Strategic Plan for the Leadership Group during FY 2000.

ECONOMIC RESEARCH SERVICE

Executive Summary

The central ERS involvement with Tribal Colleges and Universities is through the ERS Food and Nutrition Research Program (FANRP). FANRP includes a small grants program that funds studies by researchers at Tribal Colleges. In addition, through the work of the ERS American Indian Special Emphasis Program Manager, the agency is developing means of attracting American Indian students to come to ERS as interns. The goal is to encourage the students to consider pursuing further academic study in economics or agricultural economics, which would prepare them for future employment with ERS.

For the third year, in FY 2000, ERS's Food and Nutrition Research Program provided funding to the American Indian Studies Program (AISP) at the University of Arizona to administer a small grants program that supports research at tribal colleges. As the only Ph.D. program in Native American Studies in the U.S., and by virtue of its close relationship to the tribal colleges awarded land grant status in 1994, AISP has been the ideal partner for this small grants program. AISP works with scholars at tribal colleges and elsewhere to support research addressing the unique position and problems of Native Americans with respect to food assistance. The goal of the program is to develop

research on the relationship between food assistance programs on reservations and family poverty. In FY 1999, three grants were funded—at Dull Knife Memorial College, Dine College, and Little Priest Tribal College. In 1999, AISP conducted a study to examine barriers to research in the tribal colleges. The large investment of faculty time and other resources required for research activities was viewed by some as a net cost, taking away from primary teaching and community service responsibilities. These results led AISP to award two slightly larger grants this year for proposals emphasizing research collaboration between the tribal college and a research university and greater student involvement in the proposed research.

In FY 2000, AISP followed up on two earlier grants to Dull Knife Memorial College and awarded an additional \$50,000 for a researcher at Dull Knife, cooperating with a researcher at Brigham Young University, to assess food security and nutrition status among Food Stamp, Temporary Assistance for Needy Families (TANF) and working poor families and to identify stress factors that contribute to health problems. The researchers are conducting additional in-depth qualitative interviews with food assistance recipients to evaluate the viability of the safety net serving Northern Cheyenne families. In this unique research partnership, students from Dull Knife Memorial College and Brigham Young University will be involved in various aspects of the data collection and analysis. Researchers will use this case study to suggest possible implications for other tribal reservation communities.

In addition, in FY 2000, AISP awarded \$50,000 to a researcher at Tohono O'odham Community College to study the role of Federal food assistance in influencing Tohono O'odham individual, community and cultural health. As in the Dull Knife Community College project, students will be centrally involved in conducting the research. The outputs of the project staff will include specific, practical recommendations to be shared with food assistance program staff, the Tohono O'odham Nation, and other Native American communities facing similar problems.

In addition to providing needed information for policy makers working in the food assistance area, these grants have allowed tribal college faculty, as well as students, the opportunity to participate and gain experience in an academic research endeavor. Ultimately, the grants have the potential to strengthen both the communities studied and the tribal colleges.

In increasing the diversity of its workforce, ERS faces significant challenges posed by fulfilling a mission that requires high level research and analytical skills within the relatively small and historically homogeneous discipline of agricultural economics. For example, National Research Council data show that, in 1998, no American Indians received Ph.D.'s in agricultural economics. To respond to this constraint, ERS is following a forward-looking strategy to increase the diversity of the pool of applicants qualified for its jobs. In response to difficulty in recruiting Native American summer interns in summer 2000, the ERS American Indian Special Emphasis Program Manager traveled to Arizona State University, the University of Arizona and the University of New Mexico to meet with student organization advisors, counselors, and other faculty about the possibility of internships in ERS, particularly through the American University

Washington Internships for Native Students Program (WINS). By providing information on both the intern possibilities in ERS and the WINS program, which is used by USDA for organizing internships for American Indian students, ERS was moving constructively to increase its chances for success during next summer's internships.

Awards and Narrative Information

THIRD PARTY AWARDS

The following grant supports the first three goals of Executive Order 13021. They support Goal 1, "Recognition and Participation," by giving the tribal colleges the opportunity to participate in a Federal social science research program--an opportunity traditionally available to other institutions of higher education, but not often available to the tribal institutions. They support goal 2, "Resource Streams" because the Small Grants Program of ERS's Food and Nutrition Research Program, now in its third year, represents an ongoing opportunity for tribal colleges to be involved in fulfilling the research needs of the Federal Government and of their own communities. They support goal 3, "Educational Opportunity" because they provide opportunities for tribal college faculty and students to compete for and participate in hands-on economic research projects. The funds were awarded competitively to the following institution through the University of Arizona's American Indian Studies Program.

Award: \$50,000

College or University: Dull Knife Memorial College and (funding from ERS; competitive grant program administered by the American Indian Studies Program, University of Arizona)

Description of Program or Activity: A researcher at Dull Knife Memorial College, working with a researcher at Brigham Young University and students from both schools, will follow up on earlier ERS-sponsored research by assessing the food security and nutrition status among families involved the Federal Food Stamp and Temporary Assistance for Needy Families (TANF) program and working poor families to identify factors that contribute to health problems.

NATIONAL AGRICULTURAL STATISTICS SERVICE

In fiscal year 2000, NASS provided elementary, middle and high schools with predominantly Native American student enrollments in New Mexico with the following expendable equipment: 27 personal computers, related software, and one printer.

DEPARTMENTAL ACTIVITIES

USDA's staff offices provide a variety of essential support to Department employees to ensure their success in providing effective customer service and efficient program delivery. An overarching principle of USDA operations is effective management of human, capital, informational, and other infrastructure resources.

GOALS AND MEASURES FY 2001

GOAL: Advance partnership efforts with TCUs in areas not yet impacted.

MEASURE: Increased award and participation levels.

GOAL: Continued support via the 2501 Program.

MEASURE: Enhance the ability of small and limited resource farmers and ranchers to operate a farming or ranching enterprise independently to produce income adequate to service debts, maintain farm operations, and provide a reasonable standard of living.

OUTCOMES AND EFFECTIVENESS (FY 2000)

Departmental Administration began its partnership with TCUs through the donation of excess personal property in FY 1999. The Presidential Initiative to Reduce the Digital Divide was a catalyst for DA's participation in this regard. During FY 2000, DA donations of excess personal property to TCUs were nearly \$2 million. Departmental Administration provided 26 percent of its FY 2000 total award for all institutions of higher education to TCUs.

Office of Outreach – 2501 Program Highlights

AMERICAN INDIAN OPPORTUNITIES INDUSTRIALIZATION CENTER

Project Grow offers members of the American Indian community technical assistance and training to grow vegetables in family and community gardens and how to best utilize produce for a year-round source of nutrition meals. This program includes the AGROW Labs@ which are installed in schools to teach young members of the community the value of proper nutrition and how to maintain adequate health.

LITTLE HOOP COMMUNITY COLLEGE

The college has established a curriculum to preserve, enhance and transmit the Dakota culture. The college maintains an active role in the bison industry with the following organizations: North American Bison Cooperative, Denver Buffalo CO., National Bison Association, and North Dakota State University. The college is responsible for maintaining the tribal council buffalo herd and to provide training and technical assistance to livestock producers.

LAC COURTE OREILLES OJIBWA COLLEGE

An agriculture and natural resources curriculum as established with 2501 funds. Students spend two years at Lac Courte Oreilles Ojibwa Community College and two years at the University of Wisconsin for the BS Degree. A geographic information system (GIS) was established with 2501 funds. Eleven income generating GIS contracts are completed netting over \$66,000 for the college. Fourteen requests were serviced for the community and four are on the books for future servicing. An internship program has been established with the Forest Service. A 200-acre tribal farm was transferred to the college for the program. Ninety-two American Indian students enrolled in the 2501 agriculture and natural resources project since inception.

Office of the Chief Financial Officer

FACILITIES AND EQUIPMENT

During fiscal year 2000 OCFO Headquarters awarded 404 excess personal computers (PCs) valued at \$808,000 and 242 monitors valued at \$121,000 to tribal colleges. [The Not distributed category includes: Little Hoop 11 PCs and monitors at \$27,500; Si Tanka Tribal College 10 PCs and monitors at \$25,000; Dull Knife Memorial College 10 PCs and monitors at \$25,000; and Keweena Bay 15 PCs at \$30,000.]